DOCUMENT RESUME

ED 068 908 CS 000 207

TITLE	Reading for Fun: A Study of Materials for Mexican and Spanish-American, Puerto Rican, Cuban and other Latin American Children.
INSTITUTION	Development Associates, Inc., Washington, D.C.
SPONS AGENCY	Smithsonian Institution, Washington, D. C. National Reading is Fun-damental Program.
PUB DATE	Jan 72
NOTE	84p.
EDRS PRICE	MF $0.65 HC-$3.29
DESCRIPTORS	Independent Reading; Mexican Americans; Puerto Ricans; Reading; Reading Improvement; *Reading Interests; *Reading Materials; Reading Research; *Recreational Reading; Spanish Americans; *Spanish Speaking; *Urban Areas; Urban Environment
IDENTIFIERS	*National Reading Is FUNdamental Program

ABSTRACT

A survey of selected neighborhoods in eight cities was conducted to determine the relevance, availability and utilization of leisure-time reading materials in both English and Spanish for Hispanic-American children. Spanish-speaking children, parents, teachers, librarians, educators and community workers were interviewed in each of the eight cities. In addition, questionnaires were mailed to publishers and other professionals throughout the country. The trends that emerged from the survey indicated that: (1) Spanish-speaking children are as eager to read for fun as are their Anglo counterparts; (2) reading materials for enjoyment which present stories and people with whom Spanish-speaking American youngsters can identify are virtually nonexistent; (3) libraries, schools and publishers, in general, have not yet felt the need to develop and market more pleasure reading material in English and Spanish, particularly aimed at the Spanish-speaking child. Suggested reading materials are included in the appendix. (Author/WR)

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READING FOR FUN: A STUDY OF MATERIALS FOR MEXICAN AND SPANISH-AMERICAN, PUERTO RICAN, CUBAN AND OTHER LATIN AMERICAN CHILDREN

Prepared:

For the National

Reading is Fun-damental Program

Smithsonian Institution

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January 1972

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ACKNOWLEDGEMENT

We extend our thanks to all those Spanish-speaking children, parents and neighbors in Albuquerque, Phoenix, San Diego, Los Angeles, San Antonio, Miami, New York City, San Juan, Puerto Rico and Crystal City, Texas, who gave us their cooperation and assistance in carrying out this study. These groups sensed the urgent need to document the availability, relevance and utilization of reading materials for the Spanish-speaking youth.

FORWARD

Reading, for the child, is an important experience in his development. The world of children, especially in the early years, is essentially a series of sensate occurrences when the child begins to explore his physical environment. Although the knowledge and awareness he derives from these experiences is a critical learning process, the child is also laying the foundations for creative, imaginative and linguistic expression. He is beginning to interpret the world of experience into concrete images and concepts. As the child's power of attention and concentration begins to emerge, it is important that his perception of the world becomes more than the sensory experiences of restricted surroundings.

Reading to a child, or helping to expand, enrich and deepen the world of books is fundamental to helping children develop not only a conception of themselves but of those persons around them and the outside world as well.

A child's experience with physical objects or other persons can be given a new and exciting dimension by the world of books, for they kindle the imagination and provide him with a multitude of ideas, feelings, attitudes, experiences and objects beyond the immediate and personal experience. Among other things, these books and stories at an early age become a basis for imitation.

As the youngster grows older there emerges a nearly direct correlation among his range of interests, the ability to understand a variety of phenomena and his interest in books and stories at an early age. The personal world of children can be made more alive and stimulating when books are available and the child is encouraged to explore the world of books as well as the physical world.

Recently, many articles and books have stressed the importance of reading at an early age. As part of this burgeoning interest, the Washington Post published on January 9, 1972, an article entitled:"The Way a Child Reads and How to Help." This article, as with other recent studies, indicated that there are certain conditions that can foster children's interest in books and stories from early infancy to young adolescence. It then included a checklist for parents entitled: "Tips for Mothers of Young Readers." We include this worthwhile list and compare it to a commentary on the situation of most Hispanic children.

Reading Tips	Commentary
1. Did I read aloud to my child at the crib stage?	Working two jobs makes time for reading scarce.
2. Is there a story time almost every day?	Story times require books and time neither of which most parents can afford.

	Reading Tips	Commentary
3.	Are there books for him in the car?	What car?
4.	Do I give books as presents?	Budget is directed at keeping body and soul together. Presents have low priority on the list.
5.	Does he have his own book shelf?	The child who shares a bed will not often have his own book shelf.
6.	Did he go to library story hour regularly?	Its too difficult to get there. No transportation. They are in English.
7.	Did he have a library card by first grade?	Didn't know it was possible.
8.	Did I use graded readers to strengthen his school reading program?	Graded readers cost even more than the picture books they can't afford.
9.	Is his father involved in reading with the children?	In English or in Spanish? Which book would he use?
10.	Do we subscribe to a children's magazine or get monthly copies at the library?	We can barely afford the newspaper.
11.	Do I find pleasure in listening to my child read aloud?	They would if there was time for it and money for reading materials.
12.	Do I have a good reading list to help choose books with my child?	No. Relevant materials are scarce.
13.	Do my grade school children enjoy word games and authors?	Yes, but since neither their Spanish or English is adequate, they say little rather than endure laughter or funny looks.
14.	Is there a quiet place around home where the children can read?	In three rooms with eight people?
15.	Do I read books that my children recommend to me?	I would if they did and I could get books and read them.

Most Hispanic parents and children want the opportunity to use this list, but as the commentary indicates, in its present form it is not generally applicable for the Hispanic child. Importantly, however, the major item Hispanic homes lack on this list are good relevant reading materials. It is here that projects like Reading Is Fundamental often times make the difference between whether a child emerges as a better reader whose experiences are enhanced, or a child who falls behind and becomes for all practical purposes a semi-literate citizen.

We believe this study documents this need and provides insight on how to meet it.

I. BACKGROUND OF THE STUDY

I. BACKGROUND OF THE STUDY

A. The Reading is Fun-damental Objective

The National Reading is Fun-damental Program (RIF) was established to bring the excitement and enjoyment of reading and the pride of book ownership to thousands of school children in the U. S. This program provided free books (of their own choice) to school children and ghetto residents. Emphasis was placed on the pleasure of reading rather than on instruction, and many children had their interest in books and school rekindled through this program. The program provided many children with the opportunity of having the pleasure that comes from selecting and owning their own books, reading and taking them home to share with others. Funding for the Washington, D. C. program was made available from numerous foundations, companies, groups and individuals.

The first phase of the RIF Program (in Washington, D. C.) had a promising, almost astonishing success. The second phase, of which this study effort is a part, called for a widened national program. The lessons learned in the past are being applied to new areas and newer audiences of children. The District of Columbia program was significant in sparking intellectual interest among Black ghetto children and their parents. Children wanted to read and took pride in showing others what they had read. Books on Black history and Black personalities were much in demand as were books on urban living. New publishing opportunities may have been identified through the RIF program.

The success of the RIF program generated requests for additional projects in other parts of the nation and from other ethnic groups. As expansion took place, RIF decided to develop a program which would be responsive to the needs of the Hispanic-American population. RIF and others had been concerned about the identification and availability of reading materials for the Spanish-speaking population. It was generally believed that Hispanic-American children--Mexican Americans, Cubans, Puerto Ricans, descendants of Spain and Latin American countries--were often discouraged at an early age in school, because of the lack of interest in traditional subject matters.

There has been for some time a general belief in the United States that adequate supplies of relevant reading materials for Spanish-speaking children were unavailable. Moreover, it was felt by some that what had already been published was not readily available for use at the local community level. It was therefore determined that this study should attempt to determine:

1. The amount of reading materials available in either Spanish or English, or both languages;

2. Whether the existing materials were responsive to the needs of the Spanish-speaking child; and

3. Whether any already-published materials were readily available at the local level.

B. The Spanish-Speaking Population

There are over ten million Spanish-speaking Americans in the United States today, an estimated 5% of the total population. Their diversity as a group is striking, ranging from recent emigrants from Cuba, Puerto Rico and other parts of Latin America to descendants of persons who came to the United States centuries ago. Their similarities, however, are even more striking. In a phrase, one can describe the Spanish-speaking American as subsisting at the "bottom of the heap" of our society. This is shown most clearly by statistics from government sources on incomes, job opportunities and educational levels of our Spanish-speaking citizens.

Figures gathered by the President's Equal Employment Opportunity Commission show that one-third of Mexican Americans in the United States live below the poverty line and that 34% of the Puerto Rican population does also. In the 1960 census, Mexican Americans in the Southwest had incomes equal to half that of other white citizens. Over half the Puerto Rican families earned less than $4,000 a year while the average income for other whites was $6,708. In general, Spanish-speaking persons are four times more likely to live in substandard housing than "Anglos".

In 1960 the unemployment rate for the Spanish-speaking was nearly twice as high as that for "Anglo" workers. A study conducted by the Department of Labor in 1966 showed that in poverty pockets of several cities with a large concentration of Spanish-speaking residents unemployment and underemployment were even higher. For example, the survey showed that in San Antonio, 47% of the men with a Spanish surname were either unemployed or underemployed earning less than $60 a week. The same survey showed that underemployment for Puerto Rican workers in New York City was at 33% to 39% while unemployment was 10%.

With regard to the employed, most citizens of Spanish ancestry are in low-skilled and low-paying jobs. Only 10% of the employed Mexican Americans are in the professional, technical or management fields. Typical of the hardships encountered by unskilled Spanish-speaking Americans are those faced by the agricultural workers, most of whom roam the country as migrant workers, earning less than $2,000 a year.

Perhaps the fundamental reason for present conditions among this disadvantaged group is the low level of education. The Department of Commerce's analysis of the 1960 census data shows that males with a Spanish surname receive an average of only eight years of schooling. While 24% of other whites go to college, only 7% of the Spanish surnamed

population has the opportunity to attend. In Texas, it is estimated that 40% of the Spanish-speaking population is functionally illiterate. In Colorado, which has a Spanish-speaking population of 180,000, there were only 200 representatives of this ethnic minority who received a college degree in 1968.

The attitude of United States society in general and of schools in particular toward the Spanish language obviously plays a role in strengthening or shaking a child's self-esteem. In addition, there are, of course, serious educational problems involved in teaching children whose first language is not English. The traditional approach of the school system has not solved these problems, but rather has often aggravated them.

C. Reading and the Spanish-Speaking Child

While the Spanish-speaking population in the United States constitutes the single largest linguistic group, only recently has the federal government and certain states made an effort to: (1) provide additional assistance to non-English speaking youth entering the public school system for the first time (counseling, tutoring, etc.); (2) developed bilingual educational programs; (3) attempted to develop certain texts and supplementary reading materials in Spanish; (4) attempted to make (to some extent) existing reading materials relevant to the specific needs of Spanish-speaking youth, etc.

The argument continues to be made, however, that these efforts have been helpful but inadequate and that they do not make sufficient allowances for the fact that too many Spanish-speaking children entering school know little English, no English at all, or are psychologically reluctant to use it. At most, these efforts have merely made a few groups aware of this grave problem. The fact remains that educational statistics on Spanish-speaking Americans are shocking. In the Southwest, the dropout rate of the Mexican American is more than twice the national average. Estimates of the average number of school years completed by Anglo children in the Southwest is 12.1 years, and by black children, 9 years. On the average, Mexican Americans stay in school only 7.1 years. In Texas, approximately 39 percent of the Mexican Americans have less than a fifth-grade education and those twenty-five years of age and older have as little as 4.8 years of schooling. [1]

The percentage of Mexican American children entering the first grade with a knowledge of English which allows them to move competitively with their Anglo peers is slight. In fact, many never get to the first grade. Of those who do, according to the first report of the National Advisory Committee on Mexican American Education, "four out of five... fall two grades behind their Anglo classmates by the time they reach the fifth grade."[2] The National Advisory Committee also notes that in California more than fifty percent of the Mexican American high school students drop out between grades ten and eleven. Amazingly enough, while Spanish-surnamed students make up more than fourteen percent of public school population of California, less than one-half of one percent of the college students enrolled in the University of California are of this group. [3]

1. Ortego, Philip D., Montezuma's Children Pamphlet published on the Mexican-American in 1970.
2. Ibid, p. 24
3. Ibid, p. 24

Since the Spanish-speaking child seldom mastered the basic grammatical concepts of Spanish language before he was forced to deal with English, he tends not to learn either language well. As a result, school districts throughout the Southwest often are in the unique circumstance of graduating students who are functionally illiterate in two languages. [4] While states and national educational organizations have recently been taking a much greater interest in the problems of Hispanic American education, the fact remains that much research must still be done, and teaching and reading materials developed. A Mexican American educator recently pointed out: "Odd as it may seem, the United States Government has done more to help citizens of other countries learn English in their own lands than it has done for non-English-speaking American citizens in this country." [5]

Thus, upon entering school, the Spanish-speaking child finds himself in unfamiliar surroundings, challenged by a foreign and difficult subject matter. At the same time, he finds that he must express his responses, ideas and thoughts in a language of which he has little knowledge. He is forced to substitute new ideas and words for ones which he already recognizes and understands in the Spanish language.

The Hispanic-American child coming from a semi-bilingual and bicultural world is in need of materials which are different from those which serve other children. This child comes from an environment which insulates him considerably from the Anglo-Saxon world, yet doesn't adequately prepare him in the Latin culture and the Spanish language so that he feels secure. He might be described as a child belonging to neither culture, mastering neither language but eager to learn if he is given adequate assistance and opportunity.

It is a small wonder then, that far too many youngsters find themselves bewildered and even lost in a society in which they want to participate but can't! Their initial interest is severely dampened by the unfamiliar surroundings and by educators who lack understanding of their problems. The cultural and language gap which they are expected to bridge during these early years is generally overpowering. This tends to stimulate the drop-out rates and produce citizens who too often become a drain on our society.

The two cultures and languages he is exposed to, however, can be turned into an advantage if he is provided with the right kind of education and

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[4] The Mexican American, a paper prepared for the U.S. Civil Rights Commission

[5] Ibid.

other opportunities. One such opportunity area is the whole field of reading materials (books) which stimulate interest and enjoyment in reading and book ownership. While RIF and other organizations have recognized this, it has been difficult to determine whether or not an adequate supply of relevant and challenging books exists and whether they are available to the Hispanic American child. This study is an initial attempt to gather data and information which will assist in developing answers, policies and programs for this group.

II. DISCUSSION OF THE STUDY METHODOLOGY

A. Overview

The research requirements for the Reading-is-Fun-damental (RIF) survey would ideally have called for an intensive national program of social and educational investigation. Such a study would have compared intelligence scores, reading levels, ethnic and national backgrounds, parents' socio-economic status, school capabilities, and so on. There would have been testing on both English and Spanish reading materials, comprehension of spoken Spanish, and detailed figures for library (public and school) use. The varieties of children's literature (fiction, non-fiction, illustrated, alphabet, etc.) would have been investigated for nuances of meanings with respect to their attraction, meaning, and degree of comprehension by children. However, given the very limited financial resources available for the survey, only a general form of research was possible. The broad outline of the RIF survey conducted by Development Associates, Inc., encompassed several tasks, among them to determine the parameters of reading for fun attitudes among various Spanish-speaking groups in this country, to bring out salient areas of concern affecting the Hispanic American with respect to the relevancy of present-day reading materials, to sketch out general attitudes concerning appreciation of library facilities, and to bring out for further study some tentative relationships existing between those community sectors (parents, children, librarians, other adult respondents) having an interest in reading and children.

In this chapter, the methodology and techniques used to conduct the study are presented.

B. Basic Approach

The study was carried out in five phases, each providing the necessary basis for the phase to follow. The phases were:

One - Preliminary research - where basic sources were interviewed and information gathered necessary to conduct the study.

Two - Survey sites were selected

Three - A Field Implementation Plan was developed. This included four sub-steps:

- development of basic materials
- development of questionnaires
- development of field methodology
- finalization of field logistics, i.e., selection of field staff, scheduling, etc.

Four - Conduct field survey

Five - Analysis of data - in which all of the data and materials were analyzed and put into a final report

Our approach to each phase is discussed on the following pages.

1. Phase One - Preliminary Research

Existing programs and resource specialists in the Washington area, Los Angeles, and Albuquerque were visited. Extensive information and data were compiled from these visits which assisted the contractor in the development of the project's implementation plan.

2. Phase Two - Selection of Survey Sites

Preliminary sites were selected after conferring with RIF personnel in Washington. Selected for initial studies were Phoenix, Los Angeles, San Diego, San Antonio, Albuquerque, San Juan, Miami, New York, and Crystal City, Texas. These sites were chosen because they contain large numbers of Spanish-speaking people of Mexican-American, Spanish-American, Puerto Rican and Cuban descents, and because they represent various geographical areas of

the country. All sites selected were large urban sites except for the Crystal City area. In addition, the cities selected generally coincided with the cities in which the National Education Resources Institute, Inc., is currently carrying out an analysis of Spanish-speaking users and non-users of library and information services for HEW. Development Associates maintained sufficient contacts in all of the above-named cities to carry out field studies at the neighborhood block level.

3. Phase Three - Field Implementation Planning

The field implementation plan was developed. This included all of the four steps necessary to carry out the actual field survey and the gathering of data.

Step One - Development of Basic Materials

This step included the preparation of form letters explaining the program and its objectives; these letters also requested information and materials. Some individuals were also sent letters regarding the relevancy of materials for the Spanish-speaking in their community. There were also letters sent to various school officials, institutional and governmental offices, notifying them of the survey being conducted by Development Associates.

Step Two - Development of Questionnaires

Five different questionnaires were prepared, one for each main type of respondent: Parents, children, library, community workers, and adult (institutional or professional) respondents.

The questionnaires for the community workers were devised because it was felt that as a group of respondents, their views and observations on reading would be helpful, especially since their positions enable them to deal directly with problems affecting community members. Both the adult professional respondents and the community workers were, for the most part, living in the Southwest and were Spanish-speaking. The adult respondents were generally members of school systems, educational organizations or institutions (such as universities, child development centers, etc.) and private agencies.

Each questionnaire is briefly described below:

Parents' Questionnaire

Ideally, the Parents' Questionnaire should have been designed for obtaining either very specific information about each locality, or very broad information about reading in general. The financial constraints on the survey prevented any such treatment and the only practical outcome was the format used in this work. The Parents' Questionnaire was designed to obtain information in certain areas of interest: parental attitudes concerning their own reading habits, their children's, and questions related to the availability of reading materials in their communities. In some cases, the questions were open-ended, while others were multiple choice; most, however, were of the "yes/no" variety.

Children's Questionnaire

The Children's Questionnaire was similar in format to that of the Parents'. The majority of questions required a yes/no answer, and most of them asked for amplification. The question dealing with book sources was multiple choice, as were the ones asking about topics and subjects in books.

Professionals and Others

The other three questionnaires dealt with community workers, librarians, educators, and publishers of children's books, and were designed to uncover significant areas of interest in reading, community attitudes, and the nature of available facilities. In the latter group of respondents (adult professionals), several characteristics were common to most who were sent a questionnaire; knowledge of attitudes among the Spanish-speaking, connection to education or community programs affecting the Spanish-speaking, and location in the Southwest. Most were Spanish speakers.

Step Three - Field Survey Methodology

The actual field survey was directed at several distinct groups: children of school age, parents (not necessarily the parents of the children being surveyed), community workers, librarians of public libraries, and educators and publishers of children's books. For the first four categories, a separate questionnaire was established. For the last two, the same one was used.

Three to five day visits to each site in the selected cities (including one bi-lingual site in Florida) were conducted, and questionnaires were distributed and filled out upon arrival in each city. D. A.'s project staff followed the procedure described below:

Using the census tract maps of those cities surveyed, the project staff identified those neighborhoods having the largest number of Spanish-speaking families.

One to three neighborhoods with the highest density of Hispanic-Americans were selected in each city. In some of the large cities as many as three neighborhoods were included in the survey, while in the smaller cities a lesser number of neighborhoods and/or smaller neighborhood areas were selected. The nature of the population interviewed generally encompassed two socio-economic categories of the Spanish-speaking community. Defined according to approximate family income they are:

- Middle income (earning somewhere between $4,000 to $10,000 annually)
- Borderline poverty and welfare recipients

Because of the contract funding limitations, the sample size was set as a fixed percentage (10%) of the group being investigated in each neighborhood area. A ten percent sample is generally accepted as a standard for conducting a survey with a reasonable confidence level in the variety of the products. Ideally, a larger sample per city would have been desirable.

Once the number of samples were set per tract area, we counted and listed the number of city blocks in each tract and conducted a certain number of interviews per block (interviews were selected at random).

Such a selection might look as follows:

Tract No.	No. of Blocks	Interviews Schedule
1	8	One interview every 2 blocks
3	20	One interview every 3 blocks
5	25	One interview every 4 blocks
6	50	One interview every 8 blocks

After construction of the sample, the D. A. project team selected several local neighborhood leaders to assist in carrying out the survey under D. A. supervision. These leaders received an intensive one-half day training session on interview skills and questionnaire administration to insure that the same procedures and system were used in each survey city.

Step Four - Finalization of Materials for Field Work

This step included selecting the appropriate field investigators, drafting a schedule of visits, and arranging for supplementary administrative and technical support.

As a final step the questionnaires were reviewed with respect to need of modifications and changes were made as appropriate.

4. Phase Four - Conduct of the Field Survey

D. A. staff teams began conducting surveys in eight cities in October 1970. This work was concluded in October 1971. On the next page is a summary of those interviewed. Overall, however, 1,030 people were interviewed -- 421 parents and 609 children from targeted neighborhoods in eight cities.

In contacting parents and children, the interview method was used in all cases. The librarians were also interviewed in the field and their answers were recorded directly upon the appropriate questionnaire. With the other two classes of respondents--the community workers and the professional persons--the questionnaire was either given or mailed for them to fill out and send to the firm's office in Washington.

Additionally, while in the field, the D. A. field staff contacted various officials about the potentials for such programs as RIF, but materials, if available, dealing with children's literature had to be obtained. In some cases, and in order to obtain first-hand reactions, children were observed using some of the literature. Development Associates personnel visited libraries, homes and schools for the purpose of obtaining first-hand information on institutional practices which directly related to reading for fun. Home visits were especially fruitful in giving the interviewers additional information on parental attitudes relating to reading habits. Local individuals, familiar with the environment and culture, were contacted by D. A. and asked to assist in the surveys; the surveys conducted by D. A. were thus facilitated by employing persons indigent to the respective communities.

5. Phase Five - Analysis of Data

This phase included two distinct activities--tabulation of the data collected and analysis/reporting.

Initially, the data and questionnaires from all sources were systematically tabulated by hand on to master charts for each city. These charts were then cross-checked back to the original sources to insure accuracy; this data was then summarized into various charts for analytic use.

The basic analytic approach used in the study was deductive. Responses and data on questionnaires were compared with staff notes and conclusions drawn. In some cases, observations of institutions, libraries in schools, and homes also contributed to the general narrative in this report and aided the interpretation of the qualitative data.

The qualitative material was grouped according to the following categories for interpretation:

- Totals of responses, grouped by question and arranged according to city. Because of the geographic spread of the various Spanish-speaking minorities, the cities identify the predominant ethnic group.
- Totals of responses, grouped according to type of respondent--children, parent, etc.
- Summaries of observations by the pertinent interviewer, grouped by city.

C. Survey Coverage

The tables on the next two pages identify the total universe covered by the survey. In the eight cities surveyed, 610 children; 421 parents; 14 community workers; and 11 librarians were interviewed. In addition, questionnaires were completed by 31 adult respondents and 10 publishers. Questionnaires and follow-up questionnaires were mailed to more than 50 publishers and 150 adult respondents.

TABLE 1

GROUPS SURVEYED BY CITY									
Groups Surveyed	Total	Albuquerque	Phoenix	San Diego	San Antonio	Crystal City	Miami	N. Y. C.	Los Angeles
Parents	421	44	51	75	68	32	44	80	27
Children	610	42	48	83	130	57	48	151	51
Community Workers	14	2	5	0	7	0	0	0	0
Librarians	11	3	0	2	3	1	2	0	0
Adult Respondents	31*								
Publishers	10**								
TOTALS	1097	91	104	160	208	90	94	231	78

*The adult respondents were in 21 cities, most of them in the Southwest.

**More than 50 questionnaires were mailed to publishers. Only 10 were returned

TABLE 2

PARENTS AND CHILDREN INCLUDED IN SURVEY BY CITY

Cities Surveyed	Number Surveyed		Parents Interviewed		Children Interviewed	
	Total	Percent	Total	Percent	Total	Percent
TOTAL	1030	100	421	40.8	610	59.0
Albuquerque	86	100	44	51.1	42	48.8
Phoenix	99	100	51	51.5	48	48.4
San Diego	158	100	75	47.4	83	52.5
Miami	92	100	44	47.8	48	52.1
San Antonio	198	100	68	34.3	130	65.6
Crystal City	89	100	32	35.9	57	64.0
New York City	231	100	80	34.6	151	65.3
Los Angeles	78	100	27	34.6	51	65.3

III. PRESENTATION AND ANALYSIS OF FINDINGS

A. Availability of Reading Materials

1. Spanish-Speaking Children and Reading for Fun

The Spanish-speaking Americans--the Spanish Americans, the Puerto Ricans, the Cubans, the Chicanos, and the Central and South Americans--together represent a cultural mix: they all speak Spanish but their vocabularies differ in many respects; they often share many common origins in history but now subscribe to varying national or regional ideals; some of them have strong cultural ties with their countries of origin; and others have evolved, or are evolving, complete new identities, they are proud of their past but are beginning to reject old positions and old traditions; and they glory in their predecessors and their heroes at the same time that they sweep forward in new streams of identity, purpose and commitment.

These factors are mirrored in the lives of their children: they speak the same Spanish language, but have distinctive regional and national characteristics; their parents often represent a way of life which is rapidly receding into the past, while they seek inclusion into the American socio-economic mainstream; they quickly become bi-cultural but in a lopsided fashion; the more they learn about their new American culture, the less they know about themselves as an Hispanic cultural group.

The reasons for much of this are manifold and await the massive efforts of future research projects; our concern here is with Spanish-speaking children and their reading patterns. In this, the Spanish-language children are not much different from their Anglo and Black counterparts--they like to read for fun, as was reported by almost all of the children contacted through this survey.

The results of this study also suggest that the parents of Spanish-speaking children do not differ significantly from their Anglo counterparts with respect to the role of books in their children's lives. Most of the parents contacted felt that it was important for their children to have books to read for fun, but as we shall see, there are many questions left unresolved, both in the mind of the children and of the parents. Indeed, many ingredients combine to make the question of reading for fun quite complex, the mix of Spanish-language facility, availability of books, English learning background and the concept of fun.

To draw on the comments of interviewers from San Antonio and San Diego: "Parents found it difficult to distinguish between reading for fun and reading to study. Most felt it was necessary that children read in order to learn something or for study purposes. A small minority felt the children should read for relaxation and enjoyment," (San Antonio); and "Parents, generally, didn't know the difference between instructional and reading for fun materials," (San Diego).

Table 3 on the following page details the views of both parents and children on children who read for fun.

We note that in all cities the responses are overwhelmingly affirmative. However, there are variations in the responses of the parents and the children. For example, we see that the relative percentages on a city-by-city comparison show the following:

- Approximately 80% of all parents interviewed from the eight survey cities indicated their children have books to read for fun; 20% indicated they did not have books. Surveys of each city indicate marked differences, however, in the availability of books to read for fun: More than 96% of the parents interviewed in Los Angeles stated their children have books to read for fun; 90% of the parents interviewed in New York City stated their children have books; while 82% of the parents interviewed in Phoenix stated their children have books to read for fun.

- On the other hand, in Crystal City, Texas, only 66% of the parents interviewed said their children had books to read for fun; in Albuquerque, 69%; in Miami 70% of the parents interviewed said their children had books to read for fun.

In contrast to the parents' responses, children's responses indicated they read for fun more than their parents thought they did. More than 93% of the total children surveyed indicated they read books for fun. In Albuquerque more than 92% of the children interviewed said they read for fun; on a percentage basis, more than their parents thought they did; as did the children interviewed in Miami and San Antonio, (although the variances between the parental and children's responses were not as great). A comparison between the responses of parents and children in Crystal City, San Diego and New York City indicates very little variance.

It is also interesting to note that the community workers interviewed in the eight cities surveyed estimated that less than 25% of the children, ages 5 to 13, owned some books for pleasure reading.

TABLE 3

CHILDREN WHO READ FOR FUN: PARENTS' AND CHILDREN'S VIEW BY CITY

Cities Surveyed	Persons Interviewed By Group: Affirmative and Negative Response						
	Total	Parents Interviewed			Children Interviewed		
		Total	Affirmative Responses	Negative Responses, etc.*	Total	Affirmative Responses	Negative Responses, etc*
Albuquerque	87	45	38	7	42	39	3
Phoenix	99	51	46	5	48	38	10
San Diego	158	75	71	4	83	78	5
Miami	92	44	40	4	48	46	2
San Antonio	198	68	61	7	130	121	9
Crystal City	89	32	30	2	57	54	3
N. Y. C.	230	79	77	2	151	145	6
Los Angeles	78	27	27	0	51	47	4
TOTAL	1031	421	390	31	610	568	42

*Also includes responses left blank.

An interviewer in Albuquerque noted that: "Very few homes had books for their children and those that did were such books as the Golden Book Encyclopedia bought at groceries and drug stores."

On the subject of the availability of reading materials containing the historical and cultural values of the Spanish-speaking population, the community workers seemed to be about evenly divided; six said that such materials were available and seven said they were not available or only for a select few. On the other hand, most adult respondents when questioned about the material available to children, pointed out that any mention of the historical background of the Spanish-speaking American was lacking.

Although no written comments were asked for this question, some of the respondents scribbled in their thoughts. A poverty worker from California wrote that "especially in California where we are surrounded by it." Another said that "Books used here fail to recognize the contributions of Mexican-Americans." "Most of it now is aimed only at the adult level, too obscure to locate," wrote a University teaching staff member in West Texas. A Research Coordinator for an Education Laboratory in the Southwestern U.S. wrote "Yes, in English. Not much available in Spanish." Moreover, this group said that less than 10% of the materials read by Spanish-speaking children and youth were in Spanish.

2. Books and their Sources

According to both parents and children, by far the majority of books were obtained by children from public and school libraries. For example, 34.29% of the children's citations (i.e., some children named more than one source) indicated that they obtained their books from schools, and 34.58% said they checked them out from public libraries. Slightly less than one-fifth of those replying said they purchased their books for reading pleasure. Similarly, 33.44% of the total parents' citations indicated that children derived their books from schools, as against 30.11% from public libraries. The parents also awarded 28.47% of their total citations to the purchase of books for their children.

Very few children claimed they received their books in other than these three ways. However, listing these categories on the questionnaire may have prejudiced the children toward responding to these three categories. A handful mentioned community centers, Model Cities centers, and relatives, but these amounted to only 10.79% of the total citations.

On the following two pages we have included two tables which list the key sources of books utilized by children as cited by the children, their parents, and by city.

Twenty-five out of 31 of the adult respondents maintained that the Spanish-language books presently available in the communities are generally translations and adaptations of other materials. The source for most of the materials, said most of the respondents, was Anglo-Saxon literature. The Black community provided a few sources, as did Spain and Mexico.

TABLE 4

SOURCES OF CHILDREN'S BOOKS FOR FUN BY CITIES: NUMBER OF TIMES CITED BY CHILDREN

Cities Surveyed	Number Cited		Sources at Local Level									
	Total	%	School		Library		Purchase		Other		Negative [a]	
			Total	%	Total	%	Total	%	Total	%	Total	%
San Diego	141	100	59	41.8	52	36.8	25	17.7	3	2.1	2	1.4
Phoenix	79	100	34	43.0	27	34.1	14	17.7	2	2.5	2	2.5
Albuquerque	73	100	31	42.4	30	41.0	5	6.8	7	9.5	0	0
Crystal City	103	100	28	27.1	22	21.3	22	21.3	31	30.0	0	0
San Antonio	248	100	79	31.8	89	35.8	48	19.3	32	12.9	0	0
Miami	50	100	33	66	11	22	4	8	0	0	2	4
N. ? C.	234	100	72	30.7	97	41.4	53	22.6	12	5.1	0	0
Los Angeles	121	100	23	19.0	34	28.0	36	29.7	26*	21.4	2	1.6
TOTAL	1049	100	359	34.2	362	34.5	207	19.7	113	10.7	8	.76%

*All of these were RIF citations.

[a] Refers to children who felt the question did not apply to them.

TABLE 5

SOURCES OF CHILDREN'S BOOKS BY CITIES: NUMBER OF TIMES CITED BY PARENTS

Cities Surveyed	Local Level Sources											
	Number Cited		School		Library		Purchase		Other		Negative	
	Total	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Albuquerque	62	100	18	29.0	19	30.6	19	30.6	6	9.7		
San Diego	127	100	47	37.0	38	29.9	35	27.6	7	5.5		
San Antonio	45	100	8	17.8	11	24.4	13	28.9	13	28.9		
Crystal City	52	100	20	38.5	18	34.6	12	23.1	2	3.2		
Miami	44	100	26	59.1	12	27.1	6	13.6	0	-		
N. Y. C.	141	100	38	27.0	39	27.7	49	34.8	15	10.6		
Phoenix	88	100	35	39.8	32	36.4	18	20.5	3	3.4		
Los Angeles	52	100	9	17.3	15	28.5	22	42.3	6*	11.5		
TOTAL	611	100	201	33.4	184	30.6	174	28.9	52	8.6		

*Besides these there were 24 citations for the RIF.

Where books for the Spanish-speaking children were available on the open market, a discrepancy between ownership and availability of these books might indicate a lack of interest on the part of the consumers. In point of fact, the books which exist may be beyond the financial possibilities of the nation's second largest minority. The reading materials which exist, replied 69% of the adult respondents, were not within the range of the children's possibilities to purchase. The DA interviewers felt, however, that in numerous cases materials were available and were reasonably priced. Spot checks of book stores in Puerto Rico, Los Angeles and Washington revealed a large selection of books priced at $1.50 or less, many of which were relevant reading material for Spanish-speaking children. Some of these publications are already included in the RIF list, others were added to the Los Angeles pilot project selection list while others are included in the Appendix of this study. Unfortunately, too often parents at the local level were unaware of the available reading materials. On the other hand, a Head Start staff member in northern California said "Lower prices would make more available." An elementary school teacher from the north-central New Mexico pointed out that "the books cost $3.24, a price which is high considering the lack of depth and lack of subject matter which appeals to the children."

Similarly, 83% of the adult respondents said that materials for the Spanish-speaking children were very scarce, 10% thought they were non-existent, and only 7% thought them abundant. It must be remembered that the adult respondents as a group represented a wide group of persons who included the broad professional categories of a school system employee, educational organization members, and private agency employee. As such, they had definite opinions about the matters touched on by this survey.

Some of the above information might have been correlated with data from libraries. Unfortunately, none of the libraries visited maintained statistics showing a comparison of the reading habits of the elementary school children for the past five years. Below we cite an interviewer's comment supporting the above discussion:

San Diego: "Most children did not use a public library. The school library was their source of supply but the books generally are not accessible to them until after they are reading. At times books for reading for fun may be accessible within the classroom but not to take home. Bookmobiles are not servicing children in the poverty areas. These areas are untouched by library services so children in the homes see very few reading materials before entering school at age six. The youngest children in the

homes are not in contact with books until the six year old begins school and brings books home."

To corroborate this, libraries in several Western and Southwestern states as well as in New York City were asked to complete questionnaires regarding the availability of reading for fun materials for Hispanic children.* Of the 11 library questionnaires completed, seven claimed that 10% or less of their reading materials were in Spanish. Three libraries did not respond to the questionnaire. The eleventh library, the Miami Coral Way Elementary School library, stated that approximately one-third of its materials were in Spanish. On the other hand, the libraries generally felt that their materials in English were relevant and adequate for Hispanic children. Below we cite relevant interviewers' comments from several cities:

Albuquerque: "Librarians said they have limited funds to purchase books to serve all the areas in the city."

Phoenix: "Some (parents) felt that the use of library books caused problems for the family because they were often torn by the small children, and then they had to be replaced. Some said they had to pay $5.00 to have a book replaced."

Miami: "Many Cuban educators are involved in the public schools with bilingual and library programs."

The lack of materials in Spanish will not always indicate a lack of interest on the part of the libraries. Several cities have an organized program between the school and public libraries which serves the community as a whole and the Spanish-speaking population specifically. For example, the Logan Heights Branch in San Diego twice a year sends notices to all area schools informing students of the library hours and activities; it also informs them of the Summer Reading Program. The San Diego library has a similar schedule. The San Antonio branches conduct school visits, give talks, and put on puppet shows. These programs are fairly well known throughout the Spanish-speaking communities, if the opinion of the community workers interviewed are any indication. Nine of the twelve community workers interviewed replied that

*An in-depth, comprehensive library study is being conducted by the National Education Resource Institute, Inc. and should be available shortly.

their community has a program especially tailored to supply reading materials for enjoyment to Spanish-speaking children and youth. However, it was also found that three libraries rarely contact the parents or attempt to involve them in their program or inform them about available reading materials.

3. Reading Habits

In all of the cities surveyed, the majority of children answered that they read all of the books which were locally available, reflecting a deep interest in leisure reading. In fact, the majority of children replied in the affirmative when asked if they would read books for enjoyment if those books were available. Similarly, of the parents questioned, 69.58% replied that if more books for fun were available in their communities, they were prepared to purchase them for their children.

Eleven libraries in California, Texas, Florida, and New Mexico indicated that the great majority of the reading materials are in English, which is to be expected. What makes this interesting is that in most of these cases, the larger part of the potential clientele for these libraries is Spanish-speaking. Thus, the often glaring indifference to a potential reading public of some libraries underscores the steps which must still be taken in motivating the Spanish-speaking parent, as well as in attracting the children.

For about half of the adult respondents the feeling was that only to a moderate extent did the available reading materials motivate Spanish-speaking children to read; about one-quarter felt that the motivation was significant while the rest felt the extent of motivation was nil.

4. Books and the Home

The survey has shown that most children are accustomed to taking books home to read for fun. In global figures for the eight cities surveyed, 83.77% of the children said they take books home; 16.23% said they did not primarily because reading for fun books could not be taken out of school.

The picture is less clear for library books in Spanish. The libraries which supplied information indicated that for the most part, the reading materials in Spanish were geared to lower and upper elementary school levels. Only the Crystal City library indicated any books for the adult reader of Spanish, and the Logan Heights Branch

in San Diego, the Las Palmas Branch in San Antonio, the Miami libraries, and the Albuquerque Main library contained a limited amount of materials for the pre-schoolers.

Based on this information, it would seem that most Spanish-speaking children are not strangers to the notion of having books at home to read for fun, although these books may exist in limited quantities. Also, whether or not a library contains Spanish books for the pre-schooler and the adult would seem a matter of policy: the potential for readers is there, some materials are available, and in fact, some libraries do cater to these special needs. The point is that libraries are somewhat aware of a relationship between Spanish-speaking users and materials in Spanish; what is not so clear is the extent to which libraries encourage the reading of Spanish or the reading of culturally-oriented books for fun. Below we cite interviewers' comments from several cities:

Albuquerque:	"Parents feel their children should read English well since they need it to obtain employment. 'Industry and business all run in English,' someone said."
Phoenix:	"Parents indicated it was important for children to read books (a) to keep them busy, (b) to keep them from watching T.V., (c) to keep them off the street, (d) to learn more vocabulary, and (e) to acquire knowledge."
Miami:	"Parents helped the children with the reading of books in Spanish."
San Antonio:	"The majority of parents interviewed said they wanted their children to read about Spanish-speaking people. Parents said the children should know of their heritage, and the history of Spanish-speaking people."

The indicators for bookmobile use were mixed: some libraries reported that pre-school and lower elementary children used bookmobile services the most while others reported a heavy usage by upper elementary. The Miami Public Library reported that adult readers of Spanish tended to use the bookmobile the most. Out of this information, one may surmise that where adults are

accustomed to reading for pleasure, any program with similar intent for children will have a better chance of success. Where children use the bookmobiles also, the changes for an RIF type program should also be good. The question is, however, is this where such a program is most needed? Presumably, where RIF and other similar programs stand a good chance, behavioral patterns and models have been established which will induce children to read for fun. An alternative possibility for RIF and other programs may be to mount programs in those areas where positive models for reading are lacking or minimal.

In general, adult respondents replied that in the distribution of materials to children, libraries were said to head the list, followed by schools, community agencies, stores, and churches. Below we list interviewers' comments from Albuquerque and San Antonio:

Albuquerque: "Parents don't know what books their children bring home to read for fun."

"Most parents are not able to go to libraries with children for lack of transportation; because they are too busy at home; or because they are on the job working."

San Antonio: "In most cases the children indicated that their parents liked for them to read for fun. In some cases the parents neither encouraged the children to read nor discouraged them from reading."

B. Relevance of Reading Materials

1. Types of Books Read

Some libraries reported that they had a wide variety of Spanish-language books on their shelves. An assumption at this point is that whatever books were available at any given library, they in part reflected the reading interests of their readers. Responding to the question, "What kind of books do you like to read for fun?" 406 children named (in descending order of frequency), comics, fairy tales, wild animals, Indians, mystery, fiction, science, stories about children, adventure, domestic animals, history, Spanish-speaking, sports, and a few others. (The sports category was not included in the questionnaire and had to be added during the course of the survey. The low ranking of Sports in reading preference is therefore not completely reflected.)

How to interpret the information relating to types of books read is a difficult proposition. Many factors enter into reasons why children in a particular locality choose one kind of books over another. For example, it may be that children have a natural curiosity about animals which is reflected in their choice of books. Recent political trends, as in Crystal City, may stimulate an interest in books about the Spanish-speaking. Certainly, comics have always had a universal appeal for children. Spanish-speaking populations, for example, have for a long time been buying and reading foto-novelas (illustrated romance stories) and the women especially like these materials. It is also possible to procure comics, usually 'westerns' but featuring Mexican characteristics, in Spanish. However, reported one interviewer in Albuquerque:

> "Most materials in Spanish are very difficult. They are written for the children who are native speakers and readers of Spanish in a country where Spanish is the official language."

On the next page we have included a table which lists the subject matter preferences of children by city. From this table some things become apparent, aside from the general listing of subject preference cited above. For one, the only city where science books are ranked as one of the most-preferred types of books is Crystal City, which is surprising, considering its rural aspect (It's possible this is due to the fact that the subject is being emphasized in school). And one would suppose that this same topic would be fairly popular in the bigger cities but except for New York City, the other areas rated it as of low interest. In San Diego, science was at the bottom of the list.

TABLE 6

SUBJECT MATTER PREFERENCE OF CHILDREN: NUMBER OF TIMES CITED:									
Subject Matter Topics	Grand Total	Cities Surveyed							
		Albuquerque	Phoenix	San Diego	San Antonio	Crystal City	Miami	N. Y. C.	Los Angeles
Children	198	15	15	23	34	29	25	24	23
Wild Animals	277	20	18	43	68	37	23	34	34
Domestic Animals	172	6	14	18	45	33	27	9	20
Fairy Tales	307	20	28	47	70	32	18	62	30
Indians	203	17	17	35	42	27	27	12	26
Science	192	12	14	13	49	40	7	37	20
History	167	6	21	16	38	26	17	28	15
Adventure	180	8	13	35	31	20	23	22	28
Spanish-Speaking	119	5	15	19	24	31	6	3	16
Comic Books	361	20	27	49	82	49	34	74	26
Fiction	93	9	13	17	21	9	3	11	10
Mystery	198	5	25	26	48	23	25	30	16
Sports	100	3	3	19	25	16	6	12	16
Other	43	3	2	11	15	3	2	5	2
TOTAL	2600	149	225	371	592	375	243	363	282

Only in Phoenix and Los Angeles were comics not rated first by the children: In Phoenix they were listed second and in Los Angeles, where the RIF pilot program effort took place, it ranked fourth, along with Indians.

The cities where the subject of books on the Spanish-speaking was rated highest were Crystal City, Phoenix and San Diego. In Albuquerque, San Antonio, Miami, New York City and Los Angeles, this subject was rated lowest or among the low.

Finally, fantasy, in the form of comics and fairy tales, was rated quite high among children's preferences.

2. Attraction in Books

One of the questions which is crucial to any reading program deals with the attractiveness of books. In this survey, children felt that the primary attraction in books were the pictures and the story above all other considerations. They felt that the title and cover were a minor consideration in making books interesting.

One criterion for judging the attractiveness in books for children might well be the extent to which interesting incidents in the life of children are depicted. In other words, children may be attracted to stories or material with which they can identify. In this survey, opinion was divided about evenly on this criterion. Specifically, when the adult professional respondents were asked about the broad, general relevancy of available books to children, 49% of the respondents replied in the affirmative, but 51% said that such books had little relevancy to the needs, interests or experiences of children. Even more interesting is the fact that publishers all responded "yes," while 95% of those questioned who are Spanish-speaking said "no." Many of the comments written in by the respondents for this particular question included:

> "They too often depict the Mexican in an unrealistic light."
>
> "To my knowledge, we are critically short of any materials available to fill their needs." (Poverty Program Worker in San Antonio, Texas)
>
> "Often far removed -- middle-class oriented."
>
> "Most of it does not incorporate Mexican-American cultural values. Mostly translations from Spain and Argentina."

"Usually, Anglo stories translated to Spanish."

"They are meagerly produced by publishers."

There were few positive comments, e.g., "There are many materials about people, children and animals of interest to children in general," "Consistent with maturity level and interest level."

In a related matter, 60% of the adult responses said "no" to the question of materials providing linkages with the cultural values of the Spanish-speaking population of their community; 40% maintained that the materials do provide such a linkage, but once again, the majority of these positive responses were from publishers, i.e., the non-Spanish-speaking group. Some of the written entries to the open-ended portion of this question included:

"History books do not feature contributions made by our ancestors to this state."

"Too often they are sterotyped to fit an outdated, middle-class view."

"Books depict nothing on Spanish cultural values, no historical background of the Spanish-speaking American."

"The few stories about Spanish-speaking Americans are usually about a child from Mexico or South America, not typical of our community."

"Usually, the writers are far removed economically, socially and geographically from our community."

54% of the adult respondents said that the reading materials do not depict positive image models for Spanish-speaking youth in the community.

Some of the negatively-phrased comments offered by the respondents in this category included:

"The Anglo-Saxon image is irrelevant to Mexican American values." (Neighborhood Organizer in El Monte, California)

> "The books in English do. The ones available in Spanish are little story books that have nothing to do with self concept." (Spanish-speaking school official, San Antonio).

One positive written comment by a respondent in rural New Mexico suggested that:

> "Biographies and even fiction offer basic values and models pertinent to all-around development of the individual."

Only 24% of the adult respondents felt that the available reading materials significantly motivated Spanish-speaking children to read. 7% felt that this motivation was attained only to a moderate extent and 29% felt that it was not attained.

The general trend of the above responses suggests that the available materials are deficient in positive stances for or of the Spanish-speaking community, and particularly its youth.

Translated materials fare no better; 57% of the adult responses claimed that the translated and adapted reading materials were not relevant to the needs of the children in the community, while 43% thought that they were.

Of those adults questioned, 50% felt that the available reading materials were designed for maximum appeal in format and content, 24% felt otherwise, and 26% felt that improvements could be made. The publishers, all felt that the materials were designed for maximum appeal. Below we cite interviewer comments supportive of the above discussion:

San Antonio: "Librarians generally do not know what books in Spanish are available. In many instances they are discouraged by the quality of books in Spanish that are available."

San Diego: "Children in the home not of school age are attracted to books brought home. They like the pictures and enjoy discussing them with the older children and adults."

"The need for children to learn about the Mexican culture and history was emphasized by all those interviewed with the exception of one man."

3. Reading for Fun

Many things will influence the extent to which a child will read for fun -- the child's interest, his reading language knowledge, the role of the parent in the matter, the available resources, to name only four. The comments below describe the children attitudes toward reading for fun:

> A Peruvian boy in Miami stated that he liked to read for fun because "I would like to be like my papa who knows a lot."
>
> An interviewer asked a little south Texas Chicano boy if he liked to read. The boy answered that he did and stated that: "When he is tired he takes his shoes off and he likes to read."
>
> A twelve-year old Puerto Rican boy in Miami was asked, "If you take books home to read, what else do you do with them after you read them?" and he answered: "I read them to my sisters and brothers. They ask me to read to them."
>
> A little girl from Phoenix:
>
> Question: If you take books home to read, what else do you do with them after you read them?
> Answer: I take them back to school and check out another book.
> Question: Why?
> Answer: Because I don't like to read the same book over and over again.

This survey, for example, found that 79.84% of the children said their parents liked them to read for fun, while only 3.77% replied in the negative. 16.23% replied that their parents "don't say" or influence them in one way or the other. Further, of the total number of children who replied, 57.26% said that their parents preferred their reading for fun in both English and Spanish. 21.95% replied that it didn't matter and 17% thought that their parents preferred them to read in English only. For 3.80%, the preference was for the Spanish language alone.

Most of the parents supported the point of view of the children: 92% stated their children liked to read for fun. In fact, the majority of parents in all cities said they would like children to have books

at home to read for fun. Thus, parents were not only in favor of their children reading for pleasure, but also recognized such reading at home as a virtue.

In contrast, 46% of the community workers said they felt most Spanish-speaking parents in their community think it important for their children to read for enjoyment at home. 39% said "no" to the question, and 15% felt only a small minority believed it important. The discrepancy between the answers to these related questions could be that the nature of the job of the community worker -- that of action programs oriented around defining problems and proffering solutions, particularly in the socio-economic areas -- makes of him a harsher critic of the parents' roles in helping their children with educational matters.

In general, there is wholesale agreement on children's needs for materials which help them with cultural identification. The 'melting pot' thesis does not appear to be entirely accepted, and minorities -- in this case, the Spanish-speaking ones -- are increasingly recognizing the benefits and validity of retaining, even strengthening, their cultural characteristics. For example, of the adult responses, 92% believe it is profitable for Spanish-speaking children to have such materials to help them with cultural identification as well as with adapting to their environment. 3% replied in the negative, and 5% said it was interesting but not necessary. A fairly typical comment on the question was that of a parent from Crystal City, who wrote: "So that the children know of other Spanish speaking cultures in the U.S. and to know what this means."

Interestingly, 48% of the Community Workers questioned said that the majority of the Spanish-speaking children do not read for enjoyment, 30% replied that the children do read for enjoyment, and 22% claimed only a minority read for pleasure. This is somewhat vague as a set of responses from a respondent class, especially in light of what the parents and childrens' classes claim. Below we cite an interviewer's comment from Phoenix:

> Phoenix: "Many of the children who said they could not read books for fun but would like to be able to read were in the first grade or just beginning second grade."

4. Reading in Spanish

In a Reading Is Fun-damental (RIF) type program oriented toward Spanish-speaking minorities, the degree of support which parents

give is a crucial factor. Unless parents recognize the significance of reading for fun and of ownership of books, a RIF program such as was mounted in Washington, D. C. may encounter numerous obstacles. However, this survey found no particular objection that parents might have to a program identified with Spanish-language materials: 96.46% of the parents who were questioned want their children to read books in Spanish, again highlighting the concern which parents have in at least retaining this most salient characteristic of the U.S. Spanish-speaking population -- its language.

However, this potential reception is not easily won since other factors enter in. For example, books could be greared to the abilities of children, and be in Spanish, but parents could still hold back full support. One reason for this would be the content of the materials. In the case of the Spanish-speaking, this becomes a thorny problem since desireable content in children's books will probably vary from region to region. Cuban parents in the south-eastern U.S. may not be especially enthusiastic about books which contain only references to Chicano personages, Puerto Rican folklore, or Southwestern American history; Mexican-Americans could feel at the most luke-warm about materials underlining Spanish traditions, or mentioning Caribbean foods, or Latin American geography, and so on. But many did express an interest in other U.S. Spanish-speaking minorities. As it is, 75% of the Community Workers reached in this survey felt that the reading materials now available (in both English and Spanish) are generally not responsive to the needs of the U.S. Spanish-speaking readers. Clearly, this is an area for deeper study, more scholarship, and increased effort. Below we cite several interviewer comments which reflect on the discussion above:

Phoenix: "The majority of the children interviewed in Phoenix want to be bilingual and wish to learn to read. The older children want to learn about their Mexican ancestry."

San Diego: "In the San Ysidro area parents were more outspoken about and insistent that their children speak and read Spanish. They are situated about a mile from Mexican border. Many of the parents read Spanish books to their children. Some are teaching them to read Spanish at home. However, these same parents recognize the need for their children to learn English."

Miami: "The Cuban parents are making an effort to get books in Spanish from School libraries. The youth and adults have the use of a very good library of Spanish books, as well as books in English, at the public library in Miami on Biscayne Boulevard. I think the Cuban Refugee Center may provide some funds for libraries."

San Antonio: "Parents think their children should read in Spanish because 'It is their language and they should learn it.'"

Crystal City: "The parents expressed an interest and a desire for their children to be taught about what the Mexican-Americans have done for and with their country. They felt that it was important for their children to retain their inherited language. In doing so, the parents felt that this would help their children to be proud of their heritage and increase their self-conficence."

5. Libraries and the Spanish Speaking Community

One of the interests of this survey was to identify the role of the libraries with the Spanish-speaking community. As might have been expected, there were mixed indicators, largely signifying the regional individuality of the libraries. Also, the survey was not designed as a comprehensive search into the nature of library resources, but only as a search for rather primitive indicators and also for ideas.* We found, for example, that most of the libraries contacted had not made a recent survey to determine the information, reading needs, and or library behavior of the Spanish-speaking population in their areas of service. The one exception was the Miami public library which had mounted such a survey as part of its 1968 master plan for library service.

The relationship of the population to the libraries was also sought. We found that six of the libraries said "yes" to the question of whether the Spanish-speaking population offers opinions and asks questions in regard to library service. The other five indicated that an outreach effort was inititated by library personnel. In a way, this illustrates that concerns from the Spanish-speaking are in some fashion or another made available to the libraries, the

*An in-depth comprehensive library study is being conducted by the National Education Resource Institute, Inc. (of Washington, D. C.) and should be available shortly.

difference being only in the method used to obtain those concerns or interests.

Realizing that story hours can be an effective device for increasing the reading interest potential of the young, this survey looked at such efforts. All the libraries surveyed except for those in New Mexico and San Diego, replied that they offer story hours in both Spanish and English.

Another item of interest dealt with opinions concerning parental attitudes toward reading in their communities. Within the group of adult respondents, 9 felt that they thought the attitudes were supportive, 7 said concerned, 12 said interested, and 11 said the attitudes were indifferent. Below we cite interviewer comments from Phoenix and Albuquerque:

Phoenix: "Some parents expressed opinions about lack of library facilities near or in their area. As things are now in some of the communities, it would take several hours to walk to a library. Many people have limited personal transportation and have family responsibilities which tax their time and finances."

Albuquerque: "Most books in Spanish are not relevant to Spanish surnamed children in the opinion of some teachers, principals and some librarians. Materials are too difficult and not written for elementary school children in this area."

C. Utilization of Reading Materials

1. Children and Books

The majority of the children who were surveyed (75.08%) replied that they read only in the English language; in contrast, only a small number (4.26%) read only in Spanish. The remainder -- almost one fifth -- claimed they read in both languages. This is a state of affairs which may change because of the current emphases being given to ethnic and cultural identification, and to bi-lingual education programs which auger changes in the reading habits of Spanish-speaking children. When asked about this, 73.41% of the children claimed they would like to read in Spanish (one of the interviewers felt that a higher percentage approaching unanimity might have been elicited except that a few were intimidated by their own ignorance of their native tongue. A significantly large percentage indicated their desire to read in Spanish. This group has apparently become aware of the importance of their second language and the advantages it can provide. However, it is doubtful that such a large group would have indicated such a strong interest five years ago. At the same time, 90.16% stated that they would like to read in English, thus reflecting their awareness of the need to learn the language of the country in which they live and must compete to move upward.

The figures for the parents on the subject of reading in one or another language followed pretty closely that of the childrens'. A majority of parents (67%) claimed their children read in English. Seven percent said they read in Spanish and 26% read in both languages. A typical comment on this was the Mexican-American mother from south Texas who said, "It is important to learn both language(s) and get ahead in life. Also Spanish is their language and they must learn it." Most parents claimed that their children read only in English because there are few books available in Spanish and children are taught to read in English, not Spanish. The only significant differences from the above percentages for all cities was San Diego, where 47% of the children claimed that they could read in both languages, and in Crystal City, where 45% said they could read in both English and Spanish. (It should be noted that the school system in the latter city has a bi-lingual reading program, and San Diego is only a few miles away from the Mexican border.)

None of the libraries had any statistics on the reading habits of the elementary school children during recent years.

On the following page we have included a table which identifies the childrens' reading languages by city.

Below we cite numerous interviewer comments which are relevant to the discussion above:

Crystal City: "This interviewer observed that a great number of the children interviewed who were in the upper elementary grades were reading books that were primarily for the lower elementary level."

San Antonio: "Many of the children took books home to read because they didn't have enough time to read them in class. In some instances they stated they took books home to read so they would have something to do."

San Diego: "Most children who were reading for fun at school brought books home periodically and seemed to be eager to speak to someone about them."

Phoenix: "Most children, and parents especially, found it hard to see the difference between instructional reading and reading for fun."

Albuquerque: "The children said they have to read their textbooks at home and they are difficult to read. Some volunteered that the books weren't very interesting. Consequently they had little time for reading for fun."

TABLE 7

READING LANGUAGES AS IDENTIFIED BY CHILDREN IN PREDOMINATELY SPANISH-SPEAKING AREAS BY CITY

Cities Surveyed	Languages Cited							
	Total Times Cited	Both Spanish and English	%	Spanish	%	English	%	%
Albuquerque	42	5	11.9	1	2.4	36	85.7	100
Phoenix	48	4	8.3	2	4.2	42	87.5	100
San Diego	82	26	31.7	8	9.8	48	58.5	100
San Antonio	130	31	23.9	1	.8	98	75.4	100
Crystal City	57	18	31.6	0	-	39	68.4	100
Miami	48	16	33.3	2	4.2	30	62.5	100
N. Y. C.	151	19	12.6	8	5.3	124	82.1	100
Los Angeles	50*	6	12.0	3	6.0	41	82.0	100
TOTALS	608	125	20.6	25	4.1	458	75.3	100

*Not included in this figure was a 10-year-old girl who stated she could not read in any language.

2. Book Selection

A program such as the RIF program would not necessarily be completely foreign to children, that is with respect to the book-choosing factor. In the cities surveyed, 93.77% of the children stated that they selected their own books to read. On the more specific question, "Who helps you select a book?" with six categories to check, the children responded as follows:

Helpers in Selection of Books	Number of Times Cited (Percentage)
Self (No One)	42.91%
Teacher	23.53%
Librarian	12.17%
Friend	9.89%
Parents	8.82%
Other (siblings, etc.)	2.67%

On the next page we have included Table 8 which identifies assistance received in the selection of books by city.

These figures give weight to the previous question and underline the childrens' independence in choosing their own reading matter. Not surprisingly, teachers and librarians are listed as being those persons who most help the child in choosing a book to read.

One of the major interests of this study dealt with the kinds of materials most read, or preferred by children. The libraries reported that the materials most read were stories about wild animals and fairy tales, followed by science and sports. Next were stories about fiction, mysteries, domestic animals, history, children and picture books. Least mentioned as popular were non-fiction, riddles and magic, with cars at the bottom of the list.

3. Usage of Books

In almost all of the cases, the majority of parents in the eight cities surveyed replied that their children discuss what they read with them: 73.11% of the parents said "yes", and 25.70% said "no". But there were some wide statistical variations among the cities, particularly with the parents answering "yes".

TABLE 8

ASSISTANCE RECEIVED BY CHILDREN IN SELECTING BOOKS: NUMBER OF TIMES CITED BY CHILDREN

Cities Surveyed	Total Times Cited	Per-cent	Sources Providing Assistance in Selection											
			Self		Teacher		Librarian		Friend		Parents		Other	
			Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Albuquerque	47	100%	29	61.7	12	25.5	2	4.3	4	8.5	0	-	0	-
Phoenix	51	100%	23	45.1	10	19.6	15	29.4	1	2.0	2	3.9	0	-
San Diego	98	100%	50	51.0	14	14.3	13	13.3	5	5.1	13	13.3	3	3.1
San Antonio	165	100%	65	39.4	41	24.9	19	11.5	26	15.8	11	6.7	3	1.8
Crystal City	85	100%	13	15.3	39	45.9	10	11.8	11	12.9	12	14.1	0	-
Miami	48	100%	29	60.4	16	33.3	1	2.1	0	-	0	-	2	4.2
New York City	178	100%	84	47.2	34	19.1	24	13.5	13	7.3	18	10.1	5	2.8
Los Angeles	75	100%	27	36.0	10	13.3	7	9.3	14	18.7	10	13.3	7	9.3
TOTAL	747	100%	320	42.8	176	23.6	91	12.2	74	9.9	66	8.8	20	2.7

Cities	Percentage of Parents Responding in the Affirmative
Crystal City	93.80%
Los Angeles	85.16%
San Diego	80.00%
Phoenix	78.40%
San Antonio	78.30%
Albuquerque	72.70%
New York City	56.30%
Miami	54.80%

Only conjecture can offer some explanations for the above differences in city-to-city responses. The three cities having the highest "yes" answers are Crystal City, Los Angeles and San Diego. The current bi-lingual program in Crystal City could be having significant side effects upon the parents as well, accounting for their interests in books. On the other hand, the low percentage for Miami and New York could reflect the more knowledgeable Spanish-speaking adults in those communities who may have less interest in childrens' literature obtained outside the home, since they probably have more material at home for their own needs and interests. This could be explained by the fact that these cities have large numbers among their population who have recently migrated from Puerto Rico and Cuba, they would contain substantial numbers of parents who have reading habits in Spanish and may therefore not be as intrigued by the reading materials which their children may acquire as school and elsewhere.

On the other hand, the higher percentages in both Los Angeles and San Diego may be attributed to their large Mexican-American populations who, unlike the Puerto Ricans and Cubans in New York and Miami, tend to have less formal education and may therefore be more interested in the reading materials made available to their children.

To the question, "Who else reads the books your children read for fun at home?", the parents answered:

Other Readers	Percentage Read by Group
Mother	25%
Other Children	25%
Father	17%
No One	17%
Relatives	5%
Friends	3%

On the following page we have included Table 9, indicating the utilization of reading materials as viewed by both the children and parents.

The chart produces some interesting comparisons. It shows, for example, that concerning the parents' opinions on the utilization of available reading materials by their children, for the city of Crystal City, Texas, there were no negative responses as against 23 positive answers. But the children, on the other hand, responded negatively 20 times and in the affirmative 26 times. Some unknown factor prompted the more optimistic response from the parents in this south Texas town. There is some similarity, although in different degrees, in the responses of parents from San Antonio and New York City: there, the parents gave four "yeses" to one "no" in the former, and three "yeses" to one "no" in the latter. The children in San Antonio, on the other hand, responded quite differently; they gave seventeen "yeses" to every "no" answer. In New York, the ratio was two-to-one. This suggests that the children for the city of San Antonio were more affirmative than their parents in their utilization of available reading materials, while in New York City they were not as positive as their parents.

4. Facilities

One of the aspects of this study was to briefly survey the facilities available to readers. Eleven libraries were contacted and asked to fill out the special library questionnaire. Although most of the information given by the libraries has been placed in other sections of this report in order to better illustrate some points, we can summarize that information which deals with facilities. The library questionnaire, in effect, asked, "Of the total number of library users, what percentage is Spanish-speaking?" The responses, of course, were estimates.

The table on page 47 identifies the percentage of Spanish-speaking users with respect to total library users, according to the nine libraries that answered the question.

TABLE 9

PERSONS INDICATING UTILIZATION OF AVAILABLE READING MATERIALS*

Cities Surveyed	Grand Total	Parents Interviewed (view of children)				Children Interviewed (view of themselves)			
		Total	Affirmative Responses	Negative Responses	N/A	Total	Affirmative Responses	Negative Responses	N/A
Albuquerque	82	40	18	17	5	42	23	18	1
Phoenix	96	51	24	19	8	45	20	21	4
San Diego	156	75	48	26	1	81	57	20	4
San Antonio	198	68	43	10	15	130	123	7	0
Crystal City	88	32	23	0	9	56	26	20	10
Miami	91	43	19	21	3	48	26	19	3
New York	231	80	54	17	9	151	99	49	3
Los Angeles	78	27	13	14	0	51	13	32	6
TOTAL	1020	416	242	124	50	604	387	186	31

*Does not include blank responses.

N/A = Not applicable.

Libraries	Estimated % of Total Users Who Are Spanish-Speaking
Crystal City Memorial (Texas)	93%
Pan American Branch (San Antonio, Texas)	86%
Las Palmas Branch (San Antonio, Texas)	85%
Esperanza Branch (Albuquerque, N. Mex.)	75%
Coral Gables Elementary School (Florida)	75%
Los Griegos (Albuquerque, N. Mex.)	60%
Albuquerque Main	50%
San Antonio Main (Texas)	45%
Dade County (Florida)	40%

The two libraries in San Diego (Logan Heights and the Main Library) were unable to estimate the total of Spanish-speaking population which the libraries served.

The following information is available concerning the library usage by age categories of Spanish-speaking readers:

Libraries	Pre-School Level*	Lower Elem. Level*	Upper Elem. Level*
San Diego Main	---	---	---
Logan Heights Branch (San Diego)	---	---	---
San Antonio:			
Main	10%	50%	40%
Las Palmas Branch	5%	35%	60%
Pan American	500	2,500	2,000
Crystal City Main	---	200	100
Miami:			
Main	---	---	---
Coral Way Elem. School	---	---	---
Albuquerque:			
Main	---	---	---
Los Griegos Branch	5%	10%	15%
Esperanza Branch	10%	50%	15%

* The above figures are only estimates given to Development Associates' investigators by library staff personnel. Dashes indicate lack of information.

D. The East Los Angeles Pilot Project

The East Los Angeles RIF pilot project was conducted in order to test the appropriateness and effectiveness of reading for fun materials in both English and Spanish in a combined school/community setting.

The East Los Angeles school system selected four schools with a maximum density of Mexican-American children in attendance, namely: Bridge Street, Second Street, Huntington Drive, and City Terrace Schools. Approximately 1,000 children were selected from K-6 grades to participate in the project.

RIF provided $10,000 (which was donated by IBM) to Los Angeles for the purchase of books. The books purchased included both English and Spanish titles, some original and many translations; some written in the U.S. and others imported from Latin America and Spain. The books were distributed according to the choices made by the children in their classrooms after they had browsed through the available books. (Not enough were available to allow each child a choice of 5 books. Some children received only one book and others as many as 5.)

The children read the books at home during vacation time by themselves, with their parents, and/or with friends and relatives. Those children chosen to attend summer school in June and who participated in the RIF pilot project had an opportunity to discuss the stories they read with classmates and teachers.

There was some indication of discussion between school personnel and parents, although not as a concerted effort, regarding the development of the pilot program's outcomes after the books were distributed and used. Unfortunately, the Los Angeles school system did not conduct any tests nor document the results of the pilot project.

The impressions voiced by both children and parents during the survey conducted by Development Associates were so overwhelmingly favorable and exhilarating that we believe that the impact of the program may not only be termed a success by a very deep, touching and worthwhile experience which involved the children, the homes and which extended into the neighborhoods. The individual questionnaires from Los Angeles tend to reflect the enthusiasm voiced by the children, their parents and teachers.

The survey sampling taken by Development Associates, Inc. included 19 teachers and administrators, 27 parents and 51 children. The following are some of the results of the survey:

100% of the children indicated they liked to read for fun;
92% said they actually read for fun;
8% did not read for fun because they could not read or had no access to books;
78% of the children indicated they would like to learn to read in Spanish;
22% stated that they did not care to read in Spanish;
96% said they would like to read books in English. 4% said they would not because they did not understand the language;
5% said they read Spanish only. 84% read only English. 11% read both languages and had help and encouragement at home. Those children who read Spanish only had recently arrived in this country.

The table below identifies the choices of reading materials most often selected by this group:

Choices of Reading Material	Number of Times Cited (%)
Fiction	62%
Science	12%
History	8%
Spanish-speaking People	9%
Sports	9%

Similarly, the parents all replied that their children liked reading for fun. They were all in favor of having their children read books in both languages and all of them thought that their children should read about Spanish-speaking people. This overwhelming response was the same concerning having books at home for their children to read for fun (of the other cities surveyed only San Diego parents provided a similar response).

E. Puerto Rico and RTAC

1. Puerto Rico

Development Associates staff members visited San Juan, Puerto Rico, for the purpose of identifying local publishers, institutions of learning and book stores which publish and market childrens' reading materials for fun.

We found that most reading for fun books in Puerto Rico are imported from Mexico, Spain and Argentina. The few materials developed in Puerto Rico are generally printed in Spain because of the high costs in Puerto Rico. Publishing activities in Puerto Rico have been very limited. Only in recent years have a number of local authors and the University of Puerto Rico begun to prepare instructional materials for teachers, stories and poetry for children. Some of the more famous childrens' stories written in Puerto Rico are: La Cancion Verde; Campanillitas de Oro; Canta Conmigo; and Fabian. In our judgement Puerto Rico remains an excellent resource for the development and production of reading materials for the U.S. Spanish-speaking population. It has a potential which has yet to be tapped.

While book stores carried large quantities of reading materials for children, much of the material was not relevant for Puerto Rican or other U.S. Spanish-speaking children. Much of the material was developed for children in Madrid and/or they were too expensive and thus only within the reach of certain income groups.

2. RTAC

Development Associates staff was also in touch with the Regional Technical Assistance Center (RTAC) in Mexico City, which is funded by the Agency for International Development (AID) and produces Spanish translations and adaptations of textbooks and other reading materials. RTAC provides AID missions in Latin America with Spanish language technical and other publications and films in the fields of economic and social development. A further aim of RTAC is to strengthen the Latin American publishing community by encouraging the commercial publication of technical and education titles under RTAC sponsorship by subsidizing the initial 25% of the publications printed. To

date RTAC has published more than 5 million copies of some 2500 different books and booklets in Spanish editions. Of these approximately 450 titles have been technical and/or textbooks published in cooperation with key publishers in Mexico City and Buenos Aires.

This organization has also developed a series of comic books in Spanish which generally lend themselves to use by Spanish-speaking children in the United States. A sample list of this material is included in the appendix. A discussion on the potential use of this resource is found in the conclusions and recommendations section.

IV. CONCLUSIONS AND RECOMMENDATIONS

Summary

Development Associates' project staff conducted a survey of selected neighborhoods in eight cities (Albuquerque, Phoenix, San Diego, Los Angeles, San Antonio, Miami, New York City and Crystal City, Texas) to determine the relevancy, availability and utilization of existing reading materials for fun in both English and Spanish for Hispanic American children. Spanish-speaking children, parents, teachers, librarians, educators and community workers were interviewed in each of the eight cities. In addition, questionnaires were mailed to publishers and other professionals throughout the country.

Interesting trends emerged from the survey which should be used as the foundation for further research and the development of national and local action programs. Spanish-speaking children are as eager as their Anglo counterparts to read for fun. However, reading materials for enjoyment which present stories and people with whom Spanish-speaking American youngsters can identify with are virtually non-existent. Libraries, schools and publishers, in general, have not yet felt the need to develop and market more pleasure reading material in English and Spanish which is particularly aimed at the Spanish-speaking child.

A striking majority of the adults interviewed deeply resent the kinds of information conveyed about Hispanic Americans in the reading material presently available. Many also felt that the available materials were often too difficult for most of the children or irrelevant to their lives.

Most of the parents interviewed want their children to read for fun, but often cannot afford the expense of pleasure books. They also are deeply concerned that their children retain both reading and speaking fluency in Spanish and that they learn, with pride, about the contributions Hispanic Americans have made to the Western Hemisphere and the world.

The conclusions that follow were derived from an analysis of the survey results, discussions with interviewers, correspondence with publishers and educators, and other sources. The conclusions should be viewed as tentative due to the limited nature of the study, the nature of the problem, and the shifting social-educational-economic

(and political) scenes affecting the Spanish-speaking population in the U.S. This U.S. minority group (like many others) is undergoing significant changes and any conclusions about their interests, capabilities, and potential are subject to modification very quickly. Nevertheless, we believe the study contains sufficient substance and data to support these conclusions and recommendations, and that they merit serious consideration.

Conclusions: Material Availability

1. Spanish-speaking communities feel strongly that an adequate supply of relevant reading materials is not now available to them through the normal channels, i.e., public libraries, school systems, commercial bookstores and other community organizations.

2. Interviewers often found that parents and children at the community level were not fully informed as to the availability of reading materials in their communities. Spot checks in several of the cities surveyed revealed that more relevant materials were available than the community residents realized, although in many cases they were: (a) too expensive; (b) too difficult to reach because of transportation problems; or (c) only a limited number of copies were available and often only for limited time periods.

3. Libraries are generally reactive institutions and tend to stock whatever the public signifies it desires. It appears that books in the Spanish language or books relevant to the Spanish-speaking minorities are not stocked in adequate quantities because the general public has not indicated that it wants them or would use them.

4. The primary sources for most children's books (at least as far as the Spanish-speaking population is concerned) are school and public libraries.

5. Reading for fun books are generally too expensive for most Spanish-speaking families. As a result, most parents are able to purchase only a limited number of books for their children (although they would like to purchase more).

6. Most parents commented that if more inexpensive books for enjoyment were available to them and their children through the normal commercial channels, they would buy more.

7. While most children had some experience with bringing books home to read for pleasure, the majority appeared to have little experience in actually owning reading for fun materials.

8. School systems serving large Spanish-speaking populations throughout the West and Southwest have similar needs for reading materials for enjoyment; yet they have all approached the problem independently of each other while individually they lack the resources required to fulfill their needs.

9. No organization (government or non-government) was found to be making a concerted effort to develop a mechanism which will provide this large group of Americans with the opportunity to acquire relevant reading materials in significant quantities at affordable prices. No one publisher, school system, institution or community has both the financial and human resources to undertake this task.

10. The RIF East Los Angeles pilot project made many young children owners, for the first time in their lives, of pleasure reading materials. Discussions with the project staff and on-site observations suggest that both the school system and the community (participating parents and children) were highly stimulated and enriched by the experiment.

Conclusions: Relevancy of Materials

1. The majority of the adult respondents as well as many of the parents interviewed felt that the reading materials generally available contained little about the historical and cultural values of the Spanish-speaking population or about situations and personalities with which their youngsters could identify.

2. The survey respondents generally felt that the materials currently available are deficient in positive stances for and of the Spanish-speaking community, and particularly its youth.

3. Translated and adapted materials were viewed as generally not relevant to the specific needs of the Spanish-speaking children in the U.S. community. A Jack and Jill story does not take place in a setting with which anHispanic child is familiar. The house Jack and Jill live in, the food they eat, the toys they play with, the needs they have and priorities they must set are foreign to the Hispanic child.

4. Materials developed in Spanish by Spain, Mexico, Argentina, etc. were viewed as not responsive to the needs of the U.S. Spanish-speaking child (subject-wise, approach, philosophy, etc.) in addition to the fact that the Spanish language text was too difficult for the majority of the children.

5. Few educators, writers, publishers, etc. are currently involved in developing materials which are responsive to the specific needs of the U.S. Hispanic child.

6. The child respondents felt that the primary attraction in books was the story and pictures above all other considerations. They felt the title and cover were a lesser consideration in making books interesting.

7. Overwhelmingly, parents felt that their children should read about Spanish speaking children.

8. A large percentage of the children stated that they would like to read books in Spanish.

9. A small percentage of children stated that they did not want to read in Spanish. The reason for such a reaction may generally be due to one or both of the following points: (a) Most Hispanic children have not had formal instruction (in a school setting) in Spanish and, therefore, find reading in that language difficult; and (b) children in particular and people in general prefer to be like their peers; reading in another language about a different group is not conducive to this.

10. Some libraries are taking steps to reinforce the interest in the Spanish language generated by other institutions; some have story hours in Spanish and have increased the purchasing of Spanish-language materials. Sadly, some libraries have shown no interest in what in some cases is a sizeable portion of their reading public.

11. Most parents have great difficulty distinguishing between study-reading and reading for fun.

12. Children like to read for fun but under the following conditions:

    - as long as the materials are interesting to them, i.e., the subject matter must appeal to their interests;

    - as long as the materials are not difficult to read or understand;

- whenever the onus of caring for the materials is much less than the pleasure derived;

- whenever there is no other great amount of leisure time activity to diminish their interest in books;

- whenever their home situations maintain a positive response to books in general;

- whenever they can be assured of a choice in selecting the materials and potential ownership of them.

Conclusions: Utilization of Materials

1. The Hispanic child is no different from his Anglo peers. He likes to read and will fully utilize those materials that are available to him.

2. This study suggests that there is a large consumer market amongst the Spanish-speaking population for relevant reading materials. Whether the publishing community is prepared to produce such materials at a price which this minority group can afford without governmental assistance is doubtful.

3. Most of the Spanish-speaking community feels that libraries generally tend to be institutions which reflect the needs of the Anglo citizen. Distances, lack of ambience, pressures of work, lack of adequacy in English, lack of relevancy of many of the materials, etc. are among the many reasons why the Spanish-speaking adults are less attracted to public libraries than their Anglo peers. This in turn effects the child's attitude towards the use of libraries.

4. It was expressed throughout the survey that parents tend to be apathetic when it comes to reading, selecting and purchasing of books, and the utilization of libraries.

5. Most children indicated that they are given freedom (at home, in the schools and libraries) to select their own books to read.

6. With the exception of the Main Library in San Antonio, Texas, and the Dade County library in Florida, the libraries surveyed reported that Spanish-speaking people were the major clients of their facilities.

Recommendations:

1. The traditional U.S. channels (i.e., public and school libraries, bookstores, other community organizations) which have provided the average American household with relevant reading materials for fun must now redouble their efforts to do the same for the Hispanic American child. Appropriate subject matters are plentiful as are the writers and users. What is now necessary is for one group (the U.S. Government, a foundation, church groups, etc.) to mount and direct a concerted effort that will channel a steady flow of reading materials through these institutions for use by Hispanic children.

2. Publishers should be encouraged by RIF, school systems, libraries, local and federal government, etc. to publish more materials at cheaper prices for the Spanish-speaking, especially the children. Regional characteristics should be taken into account (Mexican versus Puerto Rican) and although this at first blush seems a prohibitive financial requisite, a search must be mounted to seek out those methods which resolve the problem. Subsidies, franchises, branches, assignments, and other methods might be attempted as ways of resolving these problems.

3. The U.S. through its Foreign Assistance Program in Latin America has developed a book program which has stimulated and motivated the publishing community to commercially produce and market reading materials which in Latin America were previously unavailable.

   This program is operated through a Regional Technical Assistance Center (RTAC) located in Mexico City and is funded by the Agency for International Development (AID). RTAC provides AID missions in Latin America with Spanish language technical and other publications and films in the fields of economic and social development. A further aim of RTAC is to strengthen the Latin American publishing community by encouraging the commercial publication of technical and education titles under RTAC sponsorship by subsidizing a percentage of the initial printing of each publication. To date, RTAC has published more than 5 million copies of some 2500 different books and booklets in Spanish editions. Of these, approximately 450 titles have been technical and/or textbooks published in cooperation with key publishers in Mexico City and Buenos Aires. The advantages of this kind of endeavor seem obvious.

The RTAC programs and other AID funded programs have successfully translated and adapted English materials into Spanish for the academic and business community and developed other materials for children in grades 1 to 6. The AID approach for Latin America can be utilized in this country also. We believe the AID funded RTAC project in Mexico City merits looking into.

4. There is conflicting evidence on whether parents and their children are fully aware of the available reading materials in their communities. We would argue that publicity about available reading materials for enjoyment needs better dissemination through other than the normal outlets, e.g., schools, libraries and book stores.

5. The results of the survey suggest that any concentrated program to expand and improve the reading habits of children should be coordinated and worked through the school and public library systems which currently get the greatest use. For additional effectiveness the public library and the school system should work closely together and with the parents to coordinate a reading stimulation program.

6. Hispanic communities and their neighborhoods are not currently organized to bring citizen reading needs to the attention of the libraries and school systems. Too often, these institutions become responsive to urgent needs only after its citizens bring strong and continuous pressures on them. RIF, local anti-poverty agencies, church groups, etc., should take the lead in stimulating these efforts.

7. Some marketing studies ought to be conducted among potential users of English and Spanish-language relevant materials. Such studies might profitably include detailed surveys among the following:

   Children: To determine what new topics they might find interesting.

   Parents: To determine the extent to which they would purchase books, the particular stress they place on the acquisition of reading materials, and the price ranges which would attract them. (For example, would they be as willing to purchase books for their children if they were in soft-bound form than if they were in hard back?)

Librarians: To determine the degree of priority which they would give such books were they to be produced in greater amounts, the special demands on format which libraries might have (read-ability, durability, attractiveness, price, etc.)

8. In most of the cities surveyed there are active successful Spanish language radio and TV programs. In some cases whole stations are given over to Spanish language programming. This leads to several recommendations.

   - There is a Spanish-speaking market for media materials. The success of these programs and the results of this survey attest to this. This market should be tapped. We would urge that comic books and materials produced from programs such as Sesame Street be used as a beginning step for several reasons:
     - Kids prefer them;
     - They are inexpensive to produce and distribute;
     - They can be obtained in the neighborhood where they live;
     - They can be sold at prices the Spanish-speaking population can afford;
     - The pictures make reading easier and more stimulating.

   - We recommend that the Spanish mass media (newspapers, radio, TV, etc.) be heavily used to inform parents and children on the availability and location of existing materials. In addition, these media could be used to promote the use of such materials in much the same way toy manufacturers promote their products.

9. RIF and/or similar reading for fun programs may want to provide technical assistance to libraries and school systems which are located in areas of high Spanish-speaking concentration. The assistance should focus on the selection of relevant books, their distribution and use, the involvement of parents in the program, etc.

   RIF may want to obtain the assistance and support of several publishers in carrying out such a project. Publishers could develop experimental materials and test their relevancy and marketability in an on-going program.

10. While there is a serious lack of good writing in Spanish for children, it is also true of relevant materials in English for use by Spanish-speaking children in the U.S. The need is great for improved materials depicting Spanish-language situations, characters, cultural aspects, regional settings, and so on. The U.S. Government, foundations, educational institutions and other groups must provide incentives to increase the number of active authors, poets, and educators in this field. Incentives can take many forms, among them monetary reward, recognition, opportunity for improving writing skills, opportunities for exchanging ideas and products, endorsement and grants.

11. Puerto Rico offers an excellent environment in which to develop the kind of materials this study has identified as inadequate. Efforts should be directed at using this excellent resource as well as those at RTAC in Mexico City.

12. The U.S. publishing community has done a commendable job (although much of it was subsidized by AID) in developing and adapting certain technical and other reading materials for Latins in Latin America. They must now use the same creativeness, obtain the same assistance from the U.S. Government, and fulfill the need of our Hispanic population in the U.S.

13. In expanding its program across the country, RIF may want to consider the following: First, RIF might study the possibility of linking with community groups in order to expand the program across cities with large Spanish-speaking groups. These groups could be a combination of parents, school personnel, libraries, church groups, foundations, etc. Costs of a RIF program could be partly subsidized or assumed by these local groups. Second, RIF might want to mount a program in connection with a public library bookmobile in an area not usually serviced by a library and in where it is known that interest in reading is low. For practical purposes, this kind of a program should also be well-coordinated with a local community organization, especially in order to avoid the trappings of paternalism, charity, and condescension which might associate themselves with the effort. Third, RIF might attempt a program in a locality where the libraries are deficient in both attracting Spanish-speaking readers and in the amount of pertinent materials available.

A follow-up study might later be conducted in order to determine the change of book usage and requests in the library. Finally, a RIF-type program might be well advised to begin operations in concurrence with the celebration of a holiday which has special meaning to the Spanish-speaking in that area.

14. The Los Angeles system should conduct follow-up tests to determine what the impact of the RIF pilot reading project was on the children and their reading abilities. This information is vitally needed by RIF and would be useful to the school system itself.

Some Conclusions:

After some 14 months and more than 1,000 interviews, Development Associates, Inc., is of the strong opinion that many of the potential answers to the problem reported in the survey are within reach. We are convinced that a concentrated effort to:

- Inform and promote existing materials;
- Produce new materials, e.g., comic books, other reading materials, programs such as Sesame Street, at low cost and in great quantity;
- Catalyze public sources, e.g., public and school libraries, into acquiring and promoting materials,

could start a spiral of activity with limitless potential. The potential has two sides -- the use of the free enterprise system to produce materials with real social merit and the long overdue development of the intellect and talents of Spanish-speaking children.

APPENDIX

This study makes quite clear two key points:

- There is a serious shortage of relevant reading materials for Spanish-speaking children.
- Those relevant materials which do exist are generally not well known or used,

In conducting this study Development Associates, Inc. consciously attempted to locate relevant for fun reading materials. In this section we include a list of materials of publishers which met the following relevancy criteria:

- Are the reading materials responsive to the language knowledge of the children (whether English, Spanish, or both)?
- Do the reading materials depict the cultural values of the reader?
- Are the reading materials such that they help the reader identify with his surroundings and experiences?
- Do the materials contribute to the readers expectations and aspirations?
- Do the materials contribute to the child's positive self image?
- Do the materials depict positive image models for children and youth?

The materials on the list which follows meet most of these criteria. Most of these materials were reviewed by Development Associates project staff members. Several were highly recommended by educators, parents, children and other interested groups. A few were suggested by publishers. Generally, we have not duplicated materials from the RIF and the Pan American Union "Project Leer" reading lists.

SUGGESTED READING MATERIALS

1. Thomas Y. Crowell Company
   201 Park Avenue South
   New York, New York 10003

   The Poppy Seeds - Robert Clyde Bulla

   Pets & More Pets - Child Study Association of America

   Bad Boy, Good Boy - Marie Hall Ets.

   Cesar Chavez - Ruth Franchere

   My Dog is Lost - Ezna Jack Keats & Pat Cherr

   Mother Goose in Spanish - a translation

   Look at Your Eyes - Paul Showers. A science book for beginning readers, easy to read and interesting.

   Benito - Clyde Robert Bulla

   The above books are relevant but also expensive.

2. Scholastic reprints (in paperback)

   Gilberto and the Wind

   Tomas Takes Charge

   The Lollipop Party

   Christmas Secret

My Dog is Lost

Two Pesos for Catalina

Big Horse, Little Horse

These publishers wrote us that they "have paperback, inexpensive editions of the great stories of childhood that cross all boundaries of race, sex and nationality."

Scholastic would like to publish some of the original paperbacks which are in Spanish text on records.

3. Benefic Press
10300 West Roosevelt Road
Westchester, Illinois 60153

This firm publishes instructional materials.

4. Friendship Press
475 Riverside Drive, Room 753
New York, New York 10027

Don't Just Sit There and Read - Edna Bailer

Tres Casas, Tres Familias - Edna Bailer

Treasures for Tomas - Edith J. Agnew

Moncho & the Dukes - Eleanor Hull, Jr.

5. Rand McNally & Company
P.O. Box 7600
Chicago, Illinois 60680

Friend of Miguel - Patricia Miles Martin

Two Pesos for Catalina - Ann Kirn

Happy Birthdays' Round the World - Lois Johnson

Happy New Year Round the World - Lois Johnson

Latin American Tales - Translation - Genevieve Barlow

Among the Maya Ruins - Grade 7-Up - Ann & Myron Sutton

These books are expensive.

6. Educational Marketing Consultants

Sells juvenile paperbacks K-6. 115 titles which include books of general interest to children. Prices are reasonable.

7. Bobbs-Merrill

Publishes books of general interest for children including a series which emphasizes the childhood of famous Americans, some of which touch on minorities but none on the Spanish-speaking minority. There is one book on the Conquistadores. Very few Spanish-surnamed authors and illustrators appear in the list. There are some translations from other languages. The prices run from $1. 95 to $5. 00 each.

8. Parents' Magazine Press

This firm has many books of general interest which appeal to all children but they mention four titles which are of special interest to Spanish-speaking children: Mexicali Soup, Little Plays for Little People, Continent in Turmoil; and Mexican-Americans which appears this fall. All books are very expensive however.

9. Henry Z. Walch, Incorporated Publishing

This company carries books of general interest for all children in the K-12 years, but they are expensive. Four books which are Spanish translations from the English version are:

El Auto Pequeno

La Granja Pequena

Papa Pequeno

Vaquero Pequeno

10. Albert Whitman & Company

This publishing house is interested in the juvenile market and in making available titles in Spanish and English. They have published the following books in English and Spanish for young children:

What Do I Say?

What Do I Do?

Watchdog

They have also published Best in Camp at grades 4-5 reading level in English with interest level to junior high school. The book deals with a group of Spanish-speaking boys from the inner city involved in a Boy Scout Explorers camping experience. They also have published many other books of general interest to all children. Books are expensive.

11. Hill & Wang, Incorporated

Challenger Books have published a series of relevant, easy to read books for the Spanish-speaking minorities. The series is called "La Raza series" and includes:

Antonio's World

Enrique

Return to Ramos

Tejanos

Viva la Patria

These are available in library binding as well as paperback, the latter at $1.00. Some of these books have been written and illustrated by Spanish-speaking people.

12. Dell Publishing Company

Has published three titles which deal with Spanish-American subjects. One of these is a book which falls in the reading-for-fun category: The Girl from Puerto Rico. The other two may be instructional books relevant to the Spanish speaker: Americans All: The Story of our Latin American Neighbors and Look and Learn English. Prices are unknown.

13. William Morrow & Company, Incorporated

Has translated from English to Spanish El Perrito que Deseaba Un Nino, Mi Paraguas Rojo and Los Desiertos which are interesting and relevant to all children in general. Prices are unknown.

14. Gerrard Publishing Company

Publishes books of high and general interest for all children. These do not, however, deal with the specific cultural aspects of the U.S. Spanish-speaking child. Prices run from $2.39 up.

15. Classic Illustrated

Books published by this Company are not in Spanish for the U.S. Market nor are they responsive to the Spanish-speaking children in this country. They fill the needs of all children for "fun" reading to the extent that the classics of literature will permit. Comic books are one of the important publications of this company and all children enjoy good comic books. Special editions sell for 50¢, 35¢ and "The World Around Us Series" for 25¢ each. Others are more expensive.

16. Meredith Corporation (Consumer Book Division)

This firm did not send us a catalogue. Their response to our questions stated that "If the needs, interests and experiences of Spanish-speaking children are similar to those of the English-speaking children then their materials are relevant and they depict positive image models insofar as they do for all children."

17. New Dimensions Publishing Company, Incorporated

This firm has printed a book on Puerto Rico and an activity book to accompany it. The book, Discovering Puerto Rico, is written in both English and Spanish as is the activity book. Both are very good and relevant.

18. Harcourt Brace Jovanovich, Incorporated

Known publication published by this firm identified as relevant:

The Burro that Had a Name

The Two Uncles of Pablo

19. Field Educational Publications, Incorporated

Publishes mostly educational materials. They have published four narrative dialogue novels on low to middle 4th grade reading level which explore the lives of urban minority group teenagers. "Each book presents realistic problems of people, especial ly the disadvantaged in today's cities. In facing the problems and forming insights into their solutions, the characters develop increased self-awareness and a sense of direction for the future." Price $2.70.

20. Moreno Educational Company

This firm focuses on the preparation of books for adults.

21. Duell, Sloan and Pearce
New York

Young People of Mexico and Central America

22. Harr Wagner Publishing Company

Children of Mexico-Their Land and Its Story

23. Meredith Press
New York

The Story of Publo-Mexican Boy

24. William R. Scott, Incorporated

A Hero by Mistake

25. Oxford University Press

My Pet Peepelo

26. Follett Publishing Company

Tacho-Boy of Mexico

27. Viking Press

Nine Days to Christmas

28. E. P. Dutton & Company

Burrito

29. David McKay Company, Incorporated

Poquito, the Little Mexican Duck

This group of books have hardback covers and therefore are generally expensive. This list is considered specifically relevant to children of Hispanic culture.

30. Abingdon Press
New York

Burro Boy and His Big Trouble - Laura Bannon

31. A.S. Barnes & Company
New York

The Spanish-American Song and Game Book - Prepared in New Mexico by educators.

32. Albert Whitman & Company
Chicago

Desert Dwellers - Terry Shannon

33. Aguilar - Espana Colleccion El Globo de Colores

Sancho - Gobernador

34. Banks Upshaw & Company

Mother Goose on the Rio Grande

Rimas Sin Ton Ni Son - Frances Alexander

Wonders of the West - Oren Arnold

35. Bobbs-Merrill Co., Inc.
New York

Folk Tales of Latin America - adapted by Shirlee P. Newman

36. Bradbury Press
Scarsdale, New York

The Tortoise's Tug of War - Giulio Maestro (Latin American Tale)

37. Cassell, London Dutton
New York

Fairy Tales of Mexico - retold by Barbara K. Wilson

38. Children's Press
Chicago

El Rancho de Muchachos - Arthur Lopex with Kenneth G. Richards

Up from El Paso - Paul Diaz

Enchantment of South America Books - Allan Carpenter and others

39. Coward L. McCann, Inc.
New York

Pita - Lucille Mulcahy (New Mexico story)

40. Crowell-Collier Press

Loudmouse - Richard Welber

The Tiny Seed - Eric Carle

41. David McKay Company
Washington Square
Philadelphia

Pedro of Santa Fe - Frances Cavanah

42. Dodd, Mead & Company
New York

Southwest Roundup - Anne Marriman Peck

Young Puerto Rico - Jack Manning

43. Doubleday & Company, Inc.
New York

A World of Differences (Ecology) - Stanley Klein

44. D. Van Nostrand Co., Inc.
Princeton, New Jersey

Bird Kingdom of the Mayas - Ann LaBastillo Bowes

45. Editorial Guillermo Kraft Ltd.
Buenos Aires

Viente Cuentos Infantiles

46. E. M. Hale & Co.
Eau Claire, Wisconsin

Dan Coyote (Southwest Tale) - Leigh Peck

47. Farrar, Straus & Giroux, Inc.

Summer is for Growing - Ann Nolan Clark

48. Follet Publishing Company
Chicago

The Desert Water Hole - Jeffrey Church and Lewis Wayne Walker

Coronado and His Captains - Camilla Campbell

49. Franklin Watts, Inc.
575 Lexington Avenue
New York 22, New York

The First Book of the Spanish-American West - Henry Castor

The Santa Fe Trail - Marian T. Place

Carlos of Mexico - Betty Cavanna

The Little Witch - Margaret Mahy

Let's Find Out About the Family - Valerie Pitts

50. The Friendship Press
New York

Children's Games from Many Lands - Nina Millen

51. G. P. Putnams Sons,
New York

One Luminaria for Antonio - Flora Wood

Pink Puppy - Flora Hood

52. Garrard Publishing Company

The Rio Grande, Life for the Desert - Alexander Crosby

A World Explorer, Francisco Coronado - Faith Yingling Knoop

53. Grosset and Dunlap Publishing Company
New York

Kittens and Puppies, Horses and Rabbits, and Insects, Turtles and Birds - Cynthia Iliff Koehler and Alvin Koehler

54. Harcourt, Brace Jovanovich, Inc.
New York

The Bread Book - Carolyn Meyer

55. Holiday House
New York

I Caught a Lizard - Gladys Conklin

If I Were a Bird - Gladys Conklin

I Like Butterflies - Gladys Conklin

I Like Caterpillars - Gladys Conklin

We Like Bugs - Gladys Conklin

Horses, How They Came to Be - Julian May

56. Holt, Rhinehart & Winston, Inc.

Snoopy Vuelve A Casa

57. Houghton, Mifflin Company
Boston

Growing Time - Sandol Stoddard Warburg

Old Ramon - Jack Schaefer

The Mother Ditch - Oliver La Farge

58. Harcourt, Brace & World Company, Inc.
New York

The Three Wishes, A Collection of Puerto Rican Folktales - Ricardo E. Alegria

59. John Day Company

El Gallo Sabio - Mariano Prieto

Que Sera?

60. J. B. Lippincott Company

We Live in the Southwest - Lois Lenski

What's Wrong with Julio - Virginia H. Ormby

Picture Tales from Mexico - Dan Storm

61. Little, Brown & Co.

Riding with Coronado

62. La Papeleria S. A.
La Paz, Bolivia

Compa Conejo - Toribio Claure

63. Lothrop, Lee & Shepherd Co., Inc.
New York

Pick a Raincoat - Lillian Bason

Pick a Whistle - Lillian Bason

The Beaver Pond - Alvin Tresselt

64. McGraw-Hill Book Company

Dear Uncle Carlos - Seymour Reit and Sheldon Brody

Round Things Everywhere

James Visits the Nurse

Migrant Girl - Carli Laklan

65. P. J. Kennedy & Sons,
New York

Don Diego de Vargas, the Peaceful Conquistadores - Mary Buchanan

66. Rand, McNally & Company
New York

Sante Fe - Elizabeth L. Crandall

Latin American Tales - Genevieve Barlow (in English)

67. Scribner & Sons

Saint Francis and the Animals - Politi

Three Little Sparrows - Christian Morgenstern

68. Simon & Schuster
New York

I Am From Puerto Rico - Peter Buckley

69. Thomas & Crowell Company
New York

The Iguana's Tail - Sir Phillip Sherlock, K.B.E.

70. Thomas Nelson & Sons
New York

Trail from Taos - Loring Mack-aye

71. The Golden Magazine for Boys and Girls, 1100 Waterway Boulevard
Indianapolis, Indiana 46202

One year @$6.00; two years @$11.00

72. University of Arizona Press

Inherit the Earth - Alvin Gordon

73. University of New Mexico Press

The Adventures of Don Francisco Vasquez de Coronado - Hammond & Goad

Cocky - L. S. Tireman

Hop-A-Long - L. S. Tireman

3-Toes - L. S. Tireman

Dumbee - L. S. Tireman

Big Fat - L. S. Tireman

74. The Viking Press

Secret of the Andes - Ann Nolan Clark

A Santo for Pascualita - Ann Nolan Clark

The Animals' Christmas - Anne Thaxter Eaton

Our Lady of Guadalupe - Helen Rand Parish

75, The Westminster Press
Philadelphia

Chico - Eda and Richard Crist (story of a young Mexican boy)

76. The World Publishing Company
New York

King of the Castle - Story of a Kangaroo Rat - Rutherford G. Montgomery

The Good Llama - Anne Rockwell

The Rainbow Book of American Folk Tales and Legends - Maria Leach

77. Young, Scott Books
New York

Dumb Juan and The Bandits - Anita Brenner